

**27th Annual Conference on Distance Teaching & Learning**  
**August 3-5, 2011**  
**One-page Summary Page Formatting Guidelines**

**About the one-page summary paper**

e-Poster Research Session and Information Session presenters are **required** to submit a 3-5 page proceedings paper for the *Conference Proceedings and Resources* publication (also added to our website Resource Library). We **require all other presentation types** to submit a one-page summary paper **OR** a 3-5 page proceedings paper to be included in these same resources.

**General Formatting**

- File is formatted in Windows and Microsoft Word
- Margins: 1”
- Line spacing: single
- Font: Times New Roman 11, including titles and headings
- Left justification, except where headings are appropriately centered
- Headings in **bold**
- Double space between paragraphs; no first line indent
- All extraneous codes have been removed. However, we do accept hypertext (complete URL addresses) to available resources and references. We will need to insert our own formatting, so if you have formatted your document for a previous printing, please remove codes (e.g., marking for table of contents, headers or footers, page numbering, or paragraph style)
- The file has been checked for viruses

**Submit your paper**

- To upload your summary paper, go to <http://www.uwex.edu/disted/conference/proceedings>
- Log in using the user name and password sent to you by email. If you forgot or misplaced this information, click the link on the URL page listed above.
- The one-page summary paper (OR the 3-5 page proceedings paper) is due by May 4, 2011.
- **Note:** All papers will be checked over by staff. A conference header and a copyright footer will be added to the document and saved as a locked PDF file that can only be read or printed (see 2010 summary paper at end of this document). All attendees will receive an electronic copy of the *2011 Conference Proceedings and Resources* publication. These papers will also be added to our web Resource Library.
- If you have any questions, contact Kimary at 608.265.4159 or [disted@dcs.wisc.edu](mailto:disted@dcs.wisc.edu)

**SAMPLE**

**(Title of presentation)**

(Presenter name 1)  
(Job title 1)

(Presenter name 2, if applicable)  
(Job title 2, if applicable)

(Department, Organization)

**(Abstract/Summary of presentation)**

(one to two paragraph description, summary, abstract to give participants the gist of the topic)

**(Brief presenter bio—one to two sentences per presenter)**

**Presenter**

(one to two sentences)

**Co-presenter (if applicable)**

(one to two sentences)

**Contact Information:**

(Name)

(Organization, Mailing address)

(Phone)

(Email)

(URL, if applicable)

## **Instructional Equivalencies in Distance Learning**

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### **Summary**

As more and more courses and programs are being delivered in alternate formats, to include online, the need to maintain consistency, quality, and regulatory compliance is becoming of greater importance. One method is to incorporate institutionally developed instructional equivalencies that identify various “out of the classroom” assignments and their corresponding “equivalent.” These equivalencies allow the instructor to establish and control the learning-based interactions, to include frequency, duration, evaluation, and assessment techniques, while informing students of the expected course workload and anticipated time commitment.

Furthermore, instructional equivalencies allow colleges and universities to sustain consistency in instruction by providing the rate of equivalency for various methods of instructor-mediated activities and instruction that is related directly to the goals and objectives of the course. They also enable institutions of higher education to ensure course quality by incorporating a variety of activities that appeal to diverse learning styles, while creating a collaborative, instructor-mediated and student-to-student learning environment. Regulatory compliance is maintained by demonstrating that the course meets accrediting agencies definition of what constitute an earned semester hour and, thus, helping to ensure continued high academic standards, accreditation, and transferability of credit.

### **Presenter Bio**

**Barbara D. Leggat, M.S.**, is the Assistant Director, Curriculum, Instruction, and Assessment at Center for Adult and Continuing Education at Misericordia University. She administers the development, evaluation, and revision of outcomes based curriculum modules for accelerated and online courses offered by the Center and ensures its consistent application through effective monitoring and quality control, to include working with faculty to ensure compliance with regulatory and accreditation related issues.

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